

WR.1 ARGUMENT

Lesson 4 Reading Sources

Introduction


In this lesson, students continue to gather evidence for their arguments by rereading and analyzing the article “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton. Students answer questions about the article before joining with partners or small groups to discuss how to organize their reading notes and identify the article’s pros and cons related to screen time. Student learning is assessed via a Quick Write at the end of the lesson: Choose the claim that you think is most convincing in the article. What evidence and reasoning are used to support the claim? Explain whether or not the evidence is relevant and sufficient to support the claim.

For homework, students read and annotate the article “Attached to Technology and Paying a Price” by Matt Richtel, and add to their Pros and Cons Chart or their own organizing tool. Students also respond briefly in writing to a prompt.

Standards

Assessed Standard(s)	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Addressed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> Choose the claim that you think is most convincing in the article. What evidence and reasoning are used to support the claim? Explain whether or not the evidence is relevant and sufficient to support the claim. <p> Throughout this unit, Quick Writes will be assessed using the Short Response Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a claim (e.g., The author claims that too much screen time leads to increased obesity for teens is the most convincing in the article.). Identify the evidence and reasoning used to support the claim (e.g., The author cites the CDC study that found that “teenagers’ weight did, in fact, correlate with their screen time” (par. 6). The writer reasons that “a lot of the concern with excessive screen time is that it makes kids couch potatoes” (par. 14).). Explain whether or not the evidence is relevant and sufficient to support the claim (e.g., The evidence is relevant to the claim because it shows that teens who spend more time with screens tend to be obese, but it is not sufficient because there could be other reasons that teens are obese, perhaps having to do with diets.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
None.*
Vocabulary to teach (may include direct word work and/or questions)
None.*
Additional vocabulary to support English Language Learners (to provide directly)
None.*

* See Lesson 3 for vocabulary from “Kids Still Getting Too Much ‘Screen Time’: CDC.”

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.8, W.9-10.5, W.9-10.9.b Text: “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Reading and Discussion Organizing Reading Notes Quick Write Closing 	<ol style="list-style-type: none"> 5% 10% 40% 25% 15% 5%

Materials

- Copies of the Pros and Cons Charts for each student (optional)
 - Copies of the Short Response Rubric and Checklist for each student
 - “Attached to Technology and Paying a Price” by Matt Richtel
- ① Consider numbering the sections and paragraphs of “Attached to Technology and Paying a Price” for students’ homework reading, beginning at paragraph 1 for each section.

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students analyze “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton. Then, students discuss how to organize their reading notes before working in pairs or groups to chart the pros and cons related to screen time presented in the article, noting which items are examples of evidence and reasoning.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Reread the article “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton and respond briefly in writing to the following question using evidence from the article: How does the information in this article influence your thoughts about the topic of “Shut Down Your Screen Week”?)

Instruct students to form pairs or small groups to discuss their responses.

☞ Student responses may include:

- Reading this article made me think that “Shut Down Your Screen Week” might be a good idea because the article explains so many negative effects from too much screen time. For example, the author cites research that links “more screen time to obesity, higher blood pressure and cholesterol, sleep loss and problems at school” (par. 5).
- Reading this article made me think that parents should be responsible for making sure their kids do not spend too much time in front of screens and, therefore, the school should not get involved in “Shut Down Your Screen Week.” For example, the author references the words of Dr. Hogan, who suggests that parents “begin discussions about media use at an early age” with their children (par. 8). This expert sees parents as responsible for making sure their children have a “healthy media diet” (par. 10).

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion

40%

① The following activity addresses the expectations of W.9-10.9.b.

Instruct students to remain in their pairs or small groups from the previous activity. Instruct students to reread “Kids Still Getting Too Much ‘Screen Time’: CDC” and annotate for examples of reasoning and evidence, remembering to include short notes or labels to record their thinking.

- ① **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for reasoning and evidence. Consider posting or projecting the volunteered annotations.

Post or project the following questions for students to discuss. Instruct students to continue annotating the article as they read and discuss.

How does the author demonstrate that the topic of the article is relevant and important to consider?

- 💬 The author demonstrates the importance of the article by citing a “new government study” that shows that teenagers are spending “hours in front of the TV and computer every day” (par. 1). The article also mentions that this is “despite years of expert advice” that teenagers should limit their screen time (par. 1). Because most readers value reports from the government and “experts,” the author’s use of quotes from these groups emphasizes the importance of the topic. The author demonstrates that the article is relevant by showing that the issue concerns all teenagers and kids.

- ① Consider informing students that the use of quotes from experts is a rhetorical strategy used to establish the credibility of a piece of writing.

What did the “two national surveys” find about children’s screen time (par. 2)?

- 💬 The two national surveys found that “nearly three-quarters” of children “spent at least two hours a day watching TV and using a computer” (par. 2). It also found that some teens use the television and computer for more than four hours a day.

How do the survey results compare with what experts recommend?

- 💬 The article states, “The AAP has long recommended that ... teens devote no more than two hours to entertainment media” (par. 5). Therefore, the surveys shows that many teenagers are using screen entertainment more than experts recommend.

What evidence does the author use to support the claims she presents about the negative effects of screen time in this article?

- 💬 The author states that research links “more screen time to obesity, higher blood pressure and cholesterol, sleep loss and problems at school” (par. 5). In other words, too much screen time has negative physical effects and also affects teenagers’ performance at school. This evidence supports the claims that teens should be encouraged to have a “healthy media diet” (par. 10), and that reducing screen time is important to teenagers’ health.

What expert claims does the author present about the effect of social media in this article? What evidence and/or reasoning do the experts provide to support these claims?

🗨 Student responses should include:

- Dr. Marjorie Hogan states in the article: “Social-media tools are great” but “you also have to get out there and talk to people” (par. 17).
- Dr. Angela Diaz states, “Teens may think they’re being social online, but that can’t take the place of face-to-face relationships” (par. 15).
- Both of these experts are concerned that teenagers’ social skills will be affected negatively by using too much social media. Both experts use reasoning to support their claims that social media has a negative effect on teens. They reason that people need to interact face to face to build social skills and that social media prevents this face-to-face interaction.

How do experts suggest reducing teenagers’ screen time?

- 🗨 Dr. Hogan suggests that parents “begin discussions about media use at an early age” with their children (par. 8). She compares media to food and argues that “it’s all about moderation and choosing wisely” (par. 10). She is therefore saying that kids should not stop using screens altogether, but instead use them less and be sure to do other things like volunteer or play sports, as is suggested elsewhere in the article.

Lead a brief whole class discussion of student responses.

Activity 4: Organizing Reading Notes

25%

① The following activity addresses the expectations of W.9-10.9.b and W.9-10.5.

Inform students that it is crucial to the writing process to develop a way of tracking evidence and claims regarding the pros and cons of screen time for the four articles they read in this unit. Having this material in an organized and accessible format will make it easier for students to organize their own ideas in their writing.

Lead a whole-class discussion about different ways to track information in articles.

What are some of the ways to track and organize information from articles?

🗨 Student responses may include:

- Annotating the articles themselves is one way to track the information. For example, the supporting claims could be underlined and the evidence numbered in each paragraph.
- Listing notes in a notebook or on paper about claims and evidence in one place is a good way to track information.
- Creating a chart or organizing tool for tracking claims and evidence can be helpful.

Inform students that they are responsible for using the method they find most effective to organize information from the articles in this unit.

Remind students that in this unit they are writing a multi-paragraph argument to address the following prompt:

Take a position on whether your school should participate in the national “Shut Down Your Screen Week.” Write a multi-paragraph argument to support your position, using evidence from the texts that you read.

Explain to students that reading and noting claims, evidence, and reasoning is part of the planning process for successfully drafting an argument, because students can choose to use claims, evidence, and reasoning from these texts to inform and develop their own arguments.

Instruct students to form their pairs or small groups from the previous activity. Inform students that in this activity they identify and discuss the pros and cons related to screen time presented in the article “Kids Still Getting Too Much ‘Screen Time’: CDC.”

Distribute a blank copy of the Pros and Cons Chart to each student or instruct students to create their own charts on blank pieces of paper by recording the title of the text on the top of the page and then drawing a large “T” labeling one side “Pros” and the other side “Cons.”

► Students examine or create the Pros and Cons Chart.

① The Pros and Cons Chart that students use or create is meant to serve as an example of one way of organizing information.

Instruct students to discuss and record the pros and cons of screen time presented in the article. Also, instruct students to identify the items they record as examples of either evidence or reasoning.

① **Differentiation Consideration:** If necessary, explain that a *pro* is a statement that is in favor of screen time. A *con* is a statement that is against screen time.

🗨 See the Model Pros and Cons Chart at the end of the lesson for possible student responses.

① **Differentiation Consideration:** If students struggle, consider modeling the process of adding items to the Pros and Cons Chart for students.

Lead a brief whole-class discussion of student responses. Then discuss with students the relative importance of each pro and con. Instruct students to star the items they think are particularly important or relevant to the topic of their own arguments. Explain to students that there are not necessarily right and wrong answers to identifying the relative importance of pros and cons. Students should discuss what makes evidence relevant and sufficient or reasoning valid.

Activity 5: Quick Write

15%

Distribute and introduce the Short Response Rubric and Checklist. Briefly explain the purpose of the rubric and checklist: to help students improve their Quick Write and homework writing responses. Inform students that they should use the Short Response Rubric and Checklist to guide their own writing, and that they are to use the same rubric for both Quick Writes and homework writing.

- ① Lead a brief discussion of the Short Response Rubric and Checklist categories: Inferences/Claims, Analysis, Evidence, and Conventions. Review the components of high-quality responses. Quick Write activities continue to engage students in thinking deeply about texts by encouraging them to synthesize the analysis they carry out during the lesson and build upon that analysis. Inform students that they typically have 4–10 minutes to write.

Instruct students to respond briefly in writing to the following prompt:

Choose the claim that you think is most convincing in the article. What evidence and reasoning are used to support the claim? Explain whether or not the evidence is relevant and sufficient to support the claim.

Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

- ① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.
- ☛ See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read the article “Attached to Technology and Paying a Price” by Matt Richtel, annotating for the central claim, supporting claims, evidence, and reasoning. Instruct students to add these examples to their Pros and Cons Charts or their own organizing tools.

Finally, instruct students to respond briefly in writing to the following question:

How does the information in this article influence your thoughts about the topic of “Shut Down Your Screen Week”?

- ▶ Students follow along.

Homework

Read the article “Attached to Technology and Paying a Price” by Matt Richtel, annotating for the central claim, supporting claims, evidence, and reasoning. Add these examples to your Pros and Cons Chart or your own organizing tool.

Then respond briefly in writing to the following question:

How does the information in this article influence your thoughts about the topic of “Shut Down Your Screen Week”?

Pros and Cons Chart

Name:		Class:		Date:	
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Directions: Record the pros and cons from each article in this chart. A *pro* is a statement that is in favor of screen time. A *con* is a statement that is against screen time. Determine which pros and cons are most important or convincing and place a star next to these. Label the pros and cons as “evidence” or “reasoning.”

Text:

Pros	Cons

Text:

Pros	Cons

Text:

Pros	Cons

Text:

Pros	Cons

Model Pros and Cons Chart

Name:		Class:		Date:	
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Directions: Record the pros and cons from each article in this chart. A *pro* is a statement that is in favor of screen time. A *con* is a statement that is against screen time. Determine which pros and cons are most important or convincing and place a star next to these. Label the pros and cons as “evidence” or “reasoning.”

Text: “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton

Pros	Cons
“Social-media tools are great,” but people also need to interact with each other in person (par. 17). (reasoning)	“15 percent of teens watch four or more hours of TV daily, while nearly 12 percent report using their computers for four or more hours a day.” (par. 3) (evidence)
*There is such a thing as a “healthy media diet” according to Dr. Hogan (par. 10). (reasoning)	*“research linking more screen time to obesity, higher blood pressure and cholesterol, sleep loss and problems at school” (par. 5) (evidence)
	“It’s important for kids to be connected to people ... and not just isolated in their own rooms.” (par. 16) Too much screen time affects students negatively in their social lives. (reasoning)

Short Response Rubric

Assessed Standard(s): _____

Name:		Class:		Date:	
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	2-Point Response	1-Point Response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Short Response Checklist

Assessed Standard(s): _____

Name:		Class:		Date:	
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Does my writing...	Did I...	✓
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	<input type="checkbox"/>
	Clearly state a text-based claim I want the reader to consider?	<input type="checkbox"/>
	Confirm that my claim is directly supported by what I read in the text?	<input type="checkbox"/>
Develop an analysis of the text(s)?	Consider the author's choices, the impact of word choices, the text's central ideas, etc.?	<input type="checkbox"/>
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	<input type="checkbox"/>
	Arrange my evidence in an order that makes sense and supports my claim?	<input type="checkbox"/>
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	<input type="checkbox"/>
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
	Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>